Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Division Name: Lee County Public Schools
School Name: Rose Hill Elementary
Date: September 22, 2023
Select One: X☐ Initial **Plan** ☐ **Revision**

Virginia Department of Education
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Stakeholders:
List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Lisa Willis	Supervisor of Human Resources and Instruction, LCPS
Christy Ayers	Principal, Rose Hill Elementary
Myra Brooks	Lead Teacher, Rose Hill Elementary
Rhonda Ledford	Guidance
Karen McLain	Title I Reading Specialist
Robyn Grabeel	Title I Math Specialist
Carla Hedrick	Special Education
Kennedy Sumpter	Kindergarten Teacher
Christy Wright	First Grade Teacher
Tara Haley	Second Grade Teacher
Brooke Welch	Fourth Grade Teacher

Jacque Hollandsworth	Paraprofessional
Ciara Varnadore	Parent
Jennifer Ellis	Parent

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Component 1 §1114(b)(6):
A comprehensive needs assessment of the entire school considers information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A variety of information-gathering techniques identifies student needs through a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community. A data analysis summary that incorporates benchmarks used to evaluate program results is included. The results guide the reform strategies that are implemented to improve instruction for all students.

Narrative:

Rose Hill Elementary School is located near the tristate area of Virginia, Kentucky, and Tennessee. Even though Lee County is a high poverty area, the faculty and staff at Rose Hill believes all students can succeed and hold the students to high academic standards. The school currently serves approximately 209 students in grades kindergarten through fourth grade with 37 Head Start students. The school population is 96% white, >1% black, >1% Hispanic/Latino, >1% American Indian/Alaskan Native, and 1.1% other. As of May 17, 2021, one hundred percent of the students are provided with meals at no cost under the National School Lunch Program since all Lee County Public Schools are CEP eligible. Administrators, teachers, specialists, and paraprofessionals work collaboratively to ensure that each child achieves academic success. Rose Hill Elementary has been fully accredited since the 2012-2013 school year and the SIP is in place.

Chronic Absenteeism Performance

Year	Less than 10% Absenteeism	At or Above 10% Absenteeism	Total Students	Rate	Level	Final Performance Level
2022-2023	216	3	219	1.37	Level 1	Level 1
2021-2022	154	51	205	24.88		Level 1
Cumulative 3 Year	216	3	219	1.37	Level 1	Level 1

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Assessments and Data Collection:

- Phonological Awareness Literacy Screening (PALS) – Students in grades K-2 are assessed three times during the year-fall, midyear, and spring.
- Virginia Kindergarten Readiness Program (VKRP) – Students are assessed two times during the year-fall and spring.

Fall PALS scores and analysis 2023

Pass Rate	Kindergarten	First	Second
Fall-2023	(4/32) 87%	(16/41) 61%	(23/45) 49%
Spring-2024	(9/40) 77%	(11/42) 73%	(22/43) 48%

Kindergarten Math Performance

Rose Hill Elementary	Meeting Benchmark	Below Benchmark
Kindergarten	28/35 (80%)	7/35 (20%)
Kindergarten	56%	44%

2022-2023 School Accreditation Report

	Mathematics	**Reading**	**Virginia Studies**
(2023) 3rd Grade and 4th Grade	87.65%	91.36%	76.19%
(2022) 3rd Grade and 4th Grade	81.82%	82.95%	
Cumulative 3-Year 3rd and 4th Grade	86.64%	85.82%	

Virginia Standards of Learning Combined Accreditation PercentagesRose Hill Elementary Reading Instruction strategies for 2023-2024

- Kindergarten instruction will focus on Alphabet and Sound recognition, Rhyming, Decoding Skills and Learning to Read.
- First Grade instruction will focus on Short and Long Vowels, Blends, Digraphs, CVCE words, and concept of word in text.
- Second Grade instruction will focus on Reading fluency, Blends, Nasals,Short and Long Vowels, Blends, Digraphs, CVCE words,
- Third Grade instruction will focus on R -L influenced words, Long and Short vowels, Blends, and Digraphs fluency, comprehension, decoding, inference and Story Elements
- Fourth Grade instruction will focus on fluency, comprehension, and vocabulary

Rose Hill Elementary Math Instruction Strategies for Kindergarten 2023-2024

- Kindergarten math instruction will focus on numeracy, patterning, computation and geometry.

- First Grade through Fourth Grade math instruction will focus on number sense, place value, and computation.

Budget Implications:

All Title I funding for Lee County Public Schools Is used to supplement the salary for one Reading Specialist, one Math Specialist, and two Remediation Specialists, Mastery Connect, Starfall, IXL, Reading Eggs/Math Seeds, Renaissance, Super Teachers, and supplemental instructional materials.

Benchmark/Evaluation:

- Phonological Awareness Literacy Screening (PALS) - Students in grades K-2 are assessed three times during the year-fall, midyear, and spring.
- Student Growth Assessment (SGA) - Students in grades 2-4 are assessed at the beginning and end of each school year to measure academic growth and development.
- Virginia Standards of Learning Tests - spring of third grade
- Benchmark Assessments - Students are assessed at the end of the First, Second, and Third Nine Weeks.
- Student Detail by Questions reports for English and Mathematics and disaggregated data yearly.

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Component 2 §1114(b)(7)(A)(i):
Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. Information is provided on how the selected strategies will increase student achievement in underperforming subgroups. A description of how the reform strategies will be evaluated for effectiveness is included.

Narrative:

Rose Hill Elementary incorporates a variety of reform strategies to address the needs of all students in the core areas of academic instruction. Professional development on assessments and instruction trains teachers to use test data to provide instructional strategies that are successful in improving student achievement. Teachers follow the Standards of Learning, Virginia Curriculum Framework, CIP Pacing Guides, Test Blueprints, ESS Sample Lesson Plans, and the SOL Vertical Articulation for planning lessons and tests. Teachers use supplemental programs such as IXL, Reading Eggs, Math Seeds, Happy Numbers, Renaissance Learning, and Starfall to help address student needs. Intervention support is provided for struggling students to acquire grade level math and literacy competencies. Kindergarten students are assessed using the Virginia Kindergarten Readiness Program (VKRP). This provides schools, teachers, and families a complete picture of school readiness in 4 key areas: Mathematics, Literacy, Self-Regulation, and Social Skills. Teachers use MasteryConnect and CIP to provide differentiated instruction, remediation, and enrichment. MasteryConnect is a comprehensive assessment that monitors student progress and supports instruction. The Comprehensive Instructional Program (CIP) is a consortium of public-school divisions in Virginia working collaboratively to improve student achievement as measured by Virginia's Standards of Learning assessments. The CIP provides activities and assessments that are highly aligned to Virginia's Curriculum Frameworks in content and rigor

The Phonological Awareness Literacy Screening (PALS) is a proactive and preventive screening measure that assists teachers in providing differentiated, targeted instruction to meet student needs. PALS provides teachers with invaluable information to help plan appropriate instruction for both grade-level readers and struggling readers.

Throughout the school year, mastery of SOLs and progress made by students is stored in remediation folders. Math and reading specialists, special education teachers, and remediation specialists work with small groups of students on specific SOLs after instruction has been given. Special Education teachers instruct students eligible under the Individuals with Disability Education Act (IDEA) in self-contained classrooms, inclusion classrooms, and resource rooms. They develop Individualized Education Programs (IEPs) based on individual areas of difficulty, adapt lessons to accommodate students, provide differentiated instruction, provide accommodations and modifications to assist

students in accessing the grade level curriculum, and ensure that our school is complying with requirements under IDEA. The PALS tutor provides services to all PALS identified students for 2.5 clock hours per student, per week. All students receive a 90-minute uninterrupted reading block and 90 minutes of mathematics. Specialists disaggregate benchmark data throughout the school year. At the end of the school year, Spring 2024 test data will measure our effectiveness in responding to students' needs.

Technology is incorporated across the curriculum. Each teacher in grades K-4 has an interactive ViewSonic television in their classrooms. Students in grades K-1 each have an iPad and students in grades 2-4 each have a Chromebook to use in the classroom. Instructional Technology Resource Teachers (ITRT) provide professional development on using Google classroom and incorporating chromebook use into classroom instruction. Teachers use MasteryConnect to assess students' progress on a regular basis. In addition, teachers continue to create lessons using Google apps and Smart Board technology. Mathematics language arts programs use IXL, Reading Eggs/Math Seeds, Happy Numbers, Renaissance Learning, and Starfall to remediate and reinforce taught skills online. Increased use of computer adaptive technology allows for differentiation for both low and high-achieving students.

All students are provided with consumable school supplies (paper, notebooks, folders, crayons, pencils etc.…) to use throughout the year in the classroom. This alleviates the cost for parents and/or guardians. All students are provided book fair vouchers to purchase books that broaden vocabulary and strengthen reading fluency.

Budget Implications:

All Title I funding for Lee County Public Schools Is used to supplement the salary for one Reading Specialist, one Math Specialist, and two Remediation Specialists. It also funds programs like MasteryConnect, CIP Education, Starfall, Star Reading, Renaissance Learning, and supplemental instructional materials, school supplies, book fair vouchers.

Benchmark/Evaluation:

At the beginning of the school year, specialists identify students who struggle in mathematics and/or English and develop individualized intervention plans. These plans are modified throughout the year as students' needs change. Specialists and teachers review the following data throughout the year to monitor students' progress. Title I provides funding that allows remediation specialists to provide additional support to students in both the classroom and in small-group settings.

- Virginia Kindergarten Readiness Program (VKRP) – Students are assessed during the fall and spring.

- VDOE- Student Growth Assessments (SGA) - Students in grades 3-4 are assessed at the beginning and end of years 2022-2023 to measure academic growth and development.
- MasteryConnect - Benchmark Assessments - Students are assessed at the end of the First, Second, and Third Nine Weeks, and after each concept taught.
- The Comprehensive Instructional Program (CIP) - Students are assessed at the end of each concept.

In conjunction with classroom performance and teacher recommendations, teachers use data to identify students for intervention. Specialists and teachers collaboratively plan for students' success. Specialists' support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Special education teachers write Individualized Education Plans (IEP) for eligible students, and, they use assessment data to determine IEP goals. Differentiated instruction allows for appropriate modifications and accommodations. Likewise, students who qualify for 504 plans receive appropriate accommodations.

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Component 3 §1114(b)(7)(ii):
Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities are provided that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. A description of how the reform strategies will be evaluated for effectiveness is provided

Narrative:

In 2015, Lee County Schools joined the Region VII Consortium and implemented a School Improvement Process approved by the Virginia Department of Education. This included integration of new pacing guides, common benchmarks, and an opportunity to collaborate with professional educators across the region. The Lee County School System partners with the Region VII consortium and will continue throughout the 2022-2023 school year. Rose Hill Elementary has a remediation/enrichment block for reading and math during the school day where students are given an opportunity to extend their learning in small groups or individually with the teacher, specialists, and/or support staff in academic areas.

Teachers provide the following activities to students who experience difficulty mastering any of the state's standards in an effective, timely manner:

- Identify students in need of remediation.
- Implement an SOL Improvement Plan for each student who failed one or more SOL tests, or is educationally at risk (below grade level, missed 10 or more days of school the previous year, was suspended 5 or more days the previous school year).
- Offer Early Intervention Reading Initiative.
- Utilize resource teachers to help reduce class size and/or assist students having difficulty in language arts and math.
- Provide support for students through small groups, peer tutoring, and individualized instruction.

To increase student achievement in Reading RHES will:

- Utilize the Reading Specialist, remediation specialists, and PALs Tutor.
- Analyze Data (SOL, benchmarks, PALs).
- Promote parent support and communication.

- Develop and implement Individualized Reading plans for students.
- Incorporate Literacy Workstations.
- Maintain a 90-minute reading block in grades K-4.
- Apply reading strategies across all curriculum areas.
- Utilize educational computer programs on iPads/Chromebooks, (Reading Eggs, Think Central, MasteryConnect, IXL Reading, Starfall, HMH and Renaissance.
- Encourage Reading through varied reading incentives modeled by Principal, reading specialists, and classroom teachers.

To increase student achievement in Math RHES will:

- Utilize the Math Specialist and remediation specialists.
- Analyze data (SOL data multi-year, benchmarks, grades, VKRP, and attendance).
- Promote parent support and communication.
- Maintain a 90-minute instructional block in grades K-4.
- Incorporate math work stations.
- Utilize educational computer programs (EnVision, MasteryConnect, IXL Math, Starfall, Math Seeds, Happy Numbers, and iPads/Chromebooks).
- Promote math across the curriculum.
- Focus on student understanding and real-world problem solving.

Budget Implications:

Resources used to support academic goals include funding for professional development, reading and math specialists, remediation specialists, PALs Tutors, reading and math programs.

Benchmark/Evaluation:

For the 2023-24 school year, RHES faculty and staff will continue to participate in the Region VII consortium, an initiative designed to increase collaboration among educators across the region. Our participation affords teachers access to valuable instructional resources including Curriculum Instruction Program (CIP) lesson plans, activities, assessments, and other resources. Teachers also have access to MasteryConnect, an assessment tool designed to support teachers' efforts to assess students and target intervention needs, and common, regional benchmark assessments for mathematics and reading to provide feedback each nine weeks.

- CIP Benchmarks
- Student Growth Assessments
- Quizzes
- Released SOL Tests

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Component 4 §1114(b)(7)(iii):
A description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards is provided through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs:;
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate are included as well as a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Rose Hill Elementary uses a variety of support services to help students grow into critical thinkers, adaptable problem-solvers, and effective communicators to improve students' skills at school and home. We strive to help all students find success socially, emotionally, academically, and physically; therefore, students receive early intervention services such as speech therapy, occupational therapy, and physical therapy on site by certified therapists. The principal, guidance counselor, and teachers refer students to outside agencies and develop partnerships between them and the school. These agencies include Health Connect America, T-TAC, FAPT, Family Community Partnerships, and behavioral specialists. Health Connect America's goal is to support the preservation of families, adults, and children at risk, and develop long-term stability and improved lives. T-TAC's goal is to improve educational opportunities and contribute to the success of children. The Family Assessment and Planning Team (FAPT) helps troubled youths and their families. Family Community Partnerships share a responsibility and offer a reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning. Behavioral specialists help students with problems that impair their learning or social functions.

Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

Professional Development:

Lee County Public Schools professional development plan prepares educators to help all students achieve high standards of learning and development. Lee County provides mandatory, meaningful, and ongoing professional development opportunities in person and online for staff members in reading and mathematics. Training during the summer and throughout the school year helps teachers in the areas of social studies, science, physical education, music, and art.

Disaggregated student data identifies staff development needs. The principal plans additional in-service based on needs assessments. Teachers attend on site and online workshops, conferences, and seminars locally as well as through the state and national levels when appropriate. Rose Hill Elementary continues to make changes as needed in the area of professional development. The 2021-2022 staff development plan includes training in the area of technology in the classroom, classroom management, time management, CIP Pacing Guides, assessments, and disaggregation of test data with an emphasis on language arts, mathematics, science, and social studies, as well as, working with students who have developmental and emotional issues. Professional development continues to train teachers to align the curriculum and instruction with assessments. Teachers attend workshops on using the Curriculum Framework, Standards of Learning blueprints, benchmark testing, CIP Pacing Guides, Powerschool Assessment and Analytics, Pals, VKRP, and other test data. School representatives attend local, regional, and state workshops for ITC Training, PALs, and Leadership. Participants train the teachers at their school. LCPS offers online training in computer technology and programs such as Google Classroom, Zoom meetings, Canvas, Google Meet, My VRSpot etc.

Parent Engagement

Rose Hill Elementary wants to increase parent and family engagement because it is a crucial component in a child's academic achievement. Strategies to increase parent involvement include:

- Providing opportunities, such as orientation night at the beginning of the school year.
- Providing parents with a copy of their child's progress reports, report cards, and SOLs with student score reports to explain results in a language they understand.
- Providing parents with the opportunity to offer suggestions and discuss concerns regarding the Title I program during events and/or the annual Parent Involvement Meeting.
- Providing information related to understanding test data/results, NCLB Law, student academic performance, SOL testing, Parent Link App, and school surveys for parents/guardians.
- Providing Family Reading and Math Night-Celebration of Success.
- Holding parent-teacher conferences at convenient meeting times to keep parents engaged in their children's education.
- Providing parents/guardians with a copy of the student handbook.
- Providing students with iPads and Chromebooks to help with remote learning and Zoom meetings with the teacher.
- Providing training opportunities for parents on the use of iPads, Chromebooks, and Google Classroom.

- Providing the Power School or the Parent Link App for parents to view grades and Google Classroom for assignments and emails, newsletters, memos, and phone calls, Class Dojo, and Seesaw.
- An All Call telephone notification system notifies parents of all school and county announcements.
- Family Reading and Math nights are held to encourage parent engagement with reading and math activities.
- Providing parents with a copy and written explanation of the School Report Card and the individual Virginia Standards of Learning Test Scores.
- Providing parents with results from the PALS test are sent home each fall and spring.
- Following the Lee County Wellness Policy in order to support parents' efforts to provide a healthy diet and daily physical activity.
- Providing school supplies for all students to alleviate the cost for parents and guardians.
- Providing book fair vouchers to ensure all students receive books.

Budget Implications:

Money may be needed to pay for professional development that directly relates to improving classroom instruction and resources such as food and materials for parent engagement activities.

Benchmark/Evaluation:

Grade level meetings with sign-in sheets and agendas allow an ongoing dialogue among teachers and specialists regarding instruction and disaggregation of data. Professional development with sign-in sheets and evaluation surveys to be used as feedback. Parent engagement activities with sign-in sheets and evaluation surveys to be used as feedback. Teachers maintain records to document individual student growth. Students are evaluated through the following assessments: SOL tests, Benchmark tests, PALS assessment, and cumulative tests in the SOL format. Individual remediation plans are made based on identification through these assessments or through other specific eligibility criteria.